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ABSTRACT

Job shadowing is a one-on-one participatory activity that allows an interested student to spend several hours or a day with a host employer or business. Shadowing enables students to gain insight into career goals and see the relevance of their curriculum in the "real world." The booklet, which was developed for use by school coordinators and teachers involved in the job shadowing program of Anderson School District Five in Anderson, South Carolina, contains information about the purpose and components of job shadowing programs. It provides various forms and guidelines used during implementation of a job shadowing program. Expectations of students enrolled in a job shadowing program are listed. The following forms are provided: student job shadowing checklist; job shadowing contract for students and parents; parent/guardian permission form; high school acknowledgment forms; evaluation form; and student assignment form. Four training activities designed to help students have successful job shadowing experiences are presented. The activities, which deal with developing a work ethic, using business etiquette, and placing telephone calls, include tips and learning activities. Job shadowing guidelines for school coordinators and teachers are included. (MN)

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Anderson
School District Five

*Building
Tomorrow
Today*

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Job Shadowing...

***Building the Foundation
for School-to-Work
Transition***

Guide
for
School
Coordinators
and
Teachers

Anderson School District Five
P.O. Drawer 439
Anderson, SC 29622
(803) 260-5000

ANDERSON SCHOOL DISTRICT FIVE JOB SHADOWING GUIDE

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Many people have helped with the development of this Job Shadowing Guide. Appreciation is extended to members of the Job Shadowing Task Force who devoted many hours to designing the processes and procedures necessary for successful job shadowing experiences. Without their active involvement, this guide would not have been possible.

Special appreciation is extended to Task Force Members:

Sandra Dost, Wendy Longo, Sara Jane Orr, Betty Pearson, Sharon Reid and Leonard Williams, Cathy Shaw, Anderson School District Five; Diana Walter and Rick Murphy from the Partnership for Academic and Career Education (PACE) office.

INTRODUCTION

Earlier this year, new state and federal laws were enacted which will result in the development of school-to-work transition systems for high school youth. School-to-work programs and activities are intended to provide students with relevant academic skills, marketable occupational skills, and opportunities to blend classroom learning with learning that occurs at the workplace.

In Anderson School District Five, two important components of School-to-Work are now underway. Last year, the first Youth apprenticeship/School-to-Work program began in partnership with district high schools, Ryobi Motor Products Corporation and Tri-County Technical College. Other Youth Apprenticeship programs are now in the planning stages. This year, we will begin Job Shadowing, which provides an important foundation for school-to-work by enabling students to explore their interests and become more knowledgeable about career opportunities. Other school-to-work options may become available later on, and all schools will be receiving information and in-service programs on school-to-work in the near future.

School-to-work is a new and exciting concept in education that will help prepare all students for success in an ever-changing world. With the support and involvement of many partners--teachers, counselors, administrators, employers, and parents--we can make the potential of school-to-work become a reality for the students in Anderson School District Five.

Robert Taylor
Youth Apprenticeship Coordinator

ANDERSON SCHOOL DISTRICT FIVE

PURPOSE STATEMENT

The shadowing experience will complement the curriculum in Anderson School District Five. Shadowing will enable students to gain insight into career goals and see the relevance of their curriculum to the "real world." Other students will be affected by the positive experiences described in classroom presentations of those shadowing. Parents will become actively involved by assisting and approving their child's curriculum choices.

The curriculum of Anderson School District Five will be enhanced by the shadowing experience. Uniform instruction throughout the district will ensure that the curriculum is complemented and updated as students experience shadowing. These experiences will enhance the relationship between the schools and post-secondary education as well as strengthen the bond between the schools and their business partners.

JOB SHADOWING DEFINITION

Job shadowing is a one-on-one participatory activity that allows an interested student to spend several hours or a day with a host employer in a business. The host employer will perform normal work activities, and the student will observe, ask questions, and gain first-hand knowledge of the workplace.

EXPECTATIONS OF STUDENTS

JOB SHADOWING EXPERIENCE

1. The student is expected to have an interest in the career area in which he/she will shadow.
2. Only students selected and recommended by his/her teacher(s) will participate.
3. The student must complete parent permission and school notification forms by the specified deadlines.
4. The student must arrange satisfactory transportation.
5. The student must confirm his/her appointment with the company contact person by telephone three days prior to the scheduled shadowing.
6. The student must ask for any instructions regarding lunch and special attire.
7. It is the student's responsibility to find out the location of the company, parking facilities, and the location of the contact person.
8. Employer's schedules are not always flexible. The student is expected to keep the appointment and to be on time.
9. The student represents his/her school during the experience and is expected to exhibit business etiquette.
10. The student is an observer, not a worker. The student is not to perform work duties.
11. The student will request that his/her host employee complete the shadowing evaluation form.
12. The student must send a thank-you note following the shadowing experience.
13. The student must meet with his/her teacher and the school coordinator within one week after shadowing.
14. The student must share his/her shadowing experiences as assigned by the participating teacher.

ANDERSON SCHOOL DISTRICT FIVE

STUDENT JOB SHADOWING CHECKLIST

NAME _____

DATE _____

ITEMS TO BE COMPLETED	DATE COMPLETED	INITIALS
<i>PRIOR TO JOB SHADOWING</i>		
1. Complete job shadowing program contract (pg. 4) and return to school coordinator.		SC
2. Receive training from sponsoring teacher.		T
3. Received notification of job shadow from school coordinator.		S
4. Have completed parent/guardian permission form (pg. 5).		SC
5. Have completed job shadowing notification (pg. 6).		SC
6. Have teacher verify student's phone call confirming appointment.		T
7. Interview with school coordinator.		SC
<i>DAY OF JOB SHADOWING</i>		
1. Report to school coordinator.		SC
<i>FOLLOWING JOB SHADOWING</i>		
1. Return employer evaluation form to school coordinator (pg. 7) if given to you by the employer.		SC
2. Complete all job shadowing tasks assigned by your teacher.		T
3. Mail thank-you note.		T
4. Turn in this completed form (pg. 3) to school coordinator.		T

(School Coordinator)

(Date)

Legend for required signatures: SC = School Coordinator's
 T = Teacher's signature
 S = Student's signature

ANDERSON SCHOOL DISTRICT FIVE

JOB SHADOWING PROGRAM CONTRACT

I understand the importance of job shadowing to my education in Anderson School District Five. I know that it is a privilege to participate in this program. By signing this contract, I agree to make arrangements to complete all program requirements.

(Student Signature)

(Date)

(Parent/Guardian Signature)

(Date)

ANDERSON SCHOOL DISTRICT FIVE
PARENT/GUARDIAN SHADOWING PERMISSION FORM

My child, _____, has my permission to
(Name of Student)
participate in a job shadowing at _____
(Job Location)
_____ on _____
(Date)

I will be responsible for arranging transportation for my child to and from the job shadowing site. My permission is given for my child to receive emergency medical treatment in case of injury or illness. I understand that school personnel will not be present when the student is at the site.

Transportation arrangements: _____

Home Phone _____ Work Phone _____

Emergency Contact Person _____

Health Problems of Student_____

I have read the above information and fully understand and agree with the content.

(Parent/Guardian Signature)

(Date)

ANDERSON SCHOOL DISTRICT FIVE
McDuffie High School
JOB SHADOWING NOTIFICATION

This is to notify you that _____ will be
(Name of Student)
excused from school on _____ to participate in
(Date)
job shadowing. This is to be treated as a field trip. The student
agrees to arrange for make-up work prior to the job shadowing.

Please sign below to indicate that you have been notified.

James C. Woodward
(Superintendent's Signature)

Earl R. James
(Principal's Signature)

	<u>Teacher</u>	<u>Subject</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

ANDERSON SCHOOL DISTRICT FIVE

T. L. Hanna High School

JOB SHADOWING NOTIFICATION

This is to notify you that _____ will be
(Name of Student)
excused from school on _____ to participate in
(Date)
job shadowing. This is to be treated as a field trip. The student
agrees to arrange for make-up work prior to the job shadowing.

Please sign below to indicate that you have been notified.

James C. Woodward
(Superintendent's Signature)

Michael E. James
(Principal's Signature)

	<u>Teacher</u>	<u>Subject</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

ANDERSON SCHOOL DISTRICT FIVE
Westside High School
JOB SHADOWING NOTIFICATION

This is to notify you that _____ will be
(Name of Student)
excused from school on _____ to participate in
(Date)
job shadowing. This is to be treated as a field trip. The student
agrees to arrange for make-up work prior to the job shadowing.

Please sign below to indicate that you have been notified.

Harlan G. Woodward
(Superintendent's Signature)

Henry D. Hain
(Principal's Signature)

	<u>Teacher</u>	<u>Subject</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

ANDERSON SCHOOL DISTRICT FIVE

SHADOWING PROGRAM

SHADOWING EVALUATION FORM

We appreciate your taking time to host Anderson School District Five students at your place of work. We are very interested in the long term success of our program and would appreciate your taking a few minutes to share your assessment of the job shadowing experience. Your feedback will be very valuable as we plan our future programs.

NAME OF EMPLOYEE: _____ TITLE: _____

COMPANY: _____ TELEPHONE: _____

NAME OF STUDENT: _____ DATE OF SHADOW: _____

SCHOOL: _____ SCHOOL COORDINATOR: _____

USING A SCALE OF 1-3, PLEASE RATE THE STUDENT IN THE FOLLOWING AREAS:

	3-Exceeds Expectations	2-Meets Expectations	1-Below Expectations
1. Punctuality: - Reported to Job Shadowing at appropriate time.			3 2 1
2. Professional Appearance: - Dressed appropriately. - Groomed appropriately.			3 2 1 3 2 1
3. Professional Conduct: - Confirmed appointment in professional manner. - Behaved in a professional manner at worksite.			3 2 1 3 2 1
4. Communications: - Related well to host and others. - Asked appropriate questions. - Demonstrated interest in the experience.			3 2 1 3 2 1 3 2 1
5. Overall evaluation: - Student seemed to benefit from the experience.			3 2 1

IF YOU HAVE ANY SUGGESTIONS FOR IMPROVING OUR JOB SHADOWING PROGRAM, PLEASE
FEEL FREE TO USE THE BACK OF THIS FORM.

This form may be returned to: Mr. Robert Taylor
Youth Apprenticeship Coordinator
Anderson School District Five
400 Pearman Dairy Road
Post Office Drawer 439
Anderson, SC 29622

JOB SHADOWING TRAINING MATERIALS

WORK ETHICS

Work Ethics:

Work ethics are guidelines for behavior while on the job. They help us decide how to act in certain situations, especially those in which honesty, integrity, and fairness are involved.

The following guidelines will help you in your shadowing experience. They will not cover all the situations that you encounter. When in doubt, ask yourself this question:

> > > > > > > > > > > > >



How would I feel if my actions appeared on the front page of the newspaper for my family and friends to see?

Guidelines:

1. Be prepared. All paperwork should be completed on time.
2. Be punctual. Arrive on time for all appointments.
3. Exhibit professional courteous conduct at all times.
4. What you see and hear on the job is CONFIDENTIAL.
5. Do not gossip.
6. Do not touch anything that is not yours.
7. Do not go into restricted areas.
8. Do not take anything from the worksite.
9. You may accept nominal gifts, if offered. Examples: pens/pencils with company logo, key chains, calendars, memo pads, or small products that the company manufactures.
10. When leaving, thank the employer for the shadowing experience. Good manners and professionalism will ensure his willingness to shadow future students.

BUSINESS ETIQUETTE

I. FIRST IMPRESSION:

- A. It Takes 15 Seconds to Make a First Impression.
 - 1. Stand up when someone walks over to greet you.
 - 2. Give a firm handshake.
 - 3. Display a sense of confidence.
 - a. After the initial greeting, some form of thanks should be expressed.
 - b. Be a good listener.
 - c. You should be impeccably groomed. Your hair, collar, tie/scarf and other accessories should be a reflection of the quality person you are.

II. INTRODUCTIONS:

- A. Rules of Introduction:
 - 1. Stand up.
 - 2. Smile.
 - 3. Always shake hands firmly.
 - 4. Make eye contact.
 - 5. Repeat the other person's name.
 - a. It is not appropriate to use the employer's first name unless otherwise asked.
 - b. When you are unsure of how to address a woman, use the term "Ms." If she prefers "Mrs.", she will tell you at that time.
 - c. If given a name tag to wear, place it on the right side.



Shake hands
firmly.

BUSINESS ETIQUETTE

III. ASK INTELLIGENT QUESTIONS:

- A. Use good judgment.
- B. Ask pertinent questions.
- C. If something is explained to you and you don't understand, rather than nod your acceptance, ask for clarification.
- D. Do not repeatedly ask the same question.

IV. SHOW INTEREST:

- A. Show an interest in the processes, routines, and information the employer is demonstrating.
- B. Take a small notebook and make notes as needed.

V. PROPER DRESS FOR FEMALES:

- A. Casual attire such as blue jeans, shorts, mini-dresses, or halter dresses are **unacceptable** in most places of business.
- B. Common sense should dictate makeup.
- C. Large, "clumsy" earrings and jewelry should not be worn.
- D. Sneakers are not acceptable in the business office.
- E. Clothes that fit too tightly usually attract the wrong kind of attention.
- F. When it comes to perfume, "a little dab goes a long way."
- G. Shoes should be free of dust and polished. Hosiery should be free of runs and holes.
- H. Hair should be neat, clean, and well-groomed.
- I. No hats.
- J. If a business requires special attire, you should adhere to its dress code.

BUSINESS ETIQUETTE

VI. PROPER DRESS FOR MALES:

- A. Proper dress for males should be "conservative."
- B. At a business such as a bank, a shirt, tie and slacks should be worn.
- C. Avoid "wild" ties, light-colored or "baggy" socks, sandals, sneakers, or other casual footwear, shirts with wild prints, blue jeans, and skin-tight trousers.
- D. T-shirts or shorts are not to be worn.
- E. Hair should be neat, clean, and well-groomed.
- F. No hats.
- G. If a business requires special attire, you should adhere to its dress code.

VII. COMMON COURTESY, TACT, DIPLOMACY:

- A. Apply old-fashioned common-sense.
- B. Treat other people as you would like to be treated.
- C. If you offend someone, immediately give an apology.

VIII. WILLINGNESS TO COOPERATE:

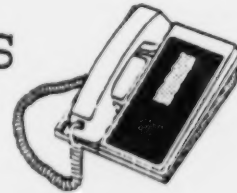
- A. Always remember that you are representing your school.
- B. Cooperation always calls for the proper attitude.
- C. If you or your school is criticized, don't get upset; keep your cool.
- D. Do not "put down" you classmates, teachers, or school.

TIPS FOR PLACING CALLS

When you speak to someone on the telephone, you cannot see the caller, and the caller cannot see you. Good telephone manners make a good impression for you and the business you represent. You must convey "the good manners image" through your voice.

Please review the following elements of good telephone manners with your student(s), and then role play with your student(s) the attached telephone activity.

TELEPHONE TIPS



1. Plan your conversation.
2. Check the number and area code.
3. Be sure your mouth is clear of food, gum, pencils, etc.
4. Call during business hours. (*Not during lunchtime.*)
5. Be courteous. (*Please, thank you, you're welcome.*)
6. Speak clearly and into the telephone mouthpiece.
7. Do not use slang words such as *nope* or *yeah*. Say *yes* or *no*.
8. Give the person time to answer.
9. Identify yourself and give the reason for your call.
10. Be prepared to leave a message on an answering machine or with someone in the office.
11. End the conversation in a business-like manner.

TELEPHONE ACTIVITY

STUDENT: Good morning/afternoon, Mr./Mrs./Ms. (*Business Person's Last Name*). This is (*Student's Full Name*) from (*Name of High School*). I am calling to confirm my shadowing date which has been scheduled for (*Day of Week*), (*Month and Date*).

BUSINESS PERSON: Yes, (*Student's Name*). That is the day that I am expecting you. I am looking forward to meeting you.

STUDENT: I am looking forward to meeting you also. Is there anything special that I should bring or wear?

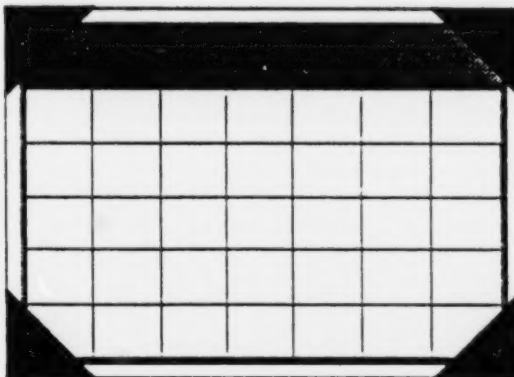
BUSINESS PERSON: We should have any supplies you might need and lunch will be provided.

STUDENT: Mr./Mrs./Ms. (*Business Person's Last Name*), I am certainly looking forward to meeting you and observing what you do on your job. I will see you on (*day*), (*month*) (*date*) at (*time*). Thank you for inviting me to shadow you.

BUSINESS PERSON: You're welcome, (*Student's Name*). I will see you on (*day*), (*month*) (*date*).

STUDENT: Goodbye, Mr./Mrs./Ms. (*Business Person's Last Name*).

BUSINESS PERSON: Goodbye, (*Student's Name*).



Mark the date of your job shadow on your calendar!

ANDERSON SCHOOL DISTRICT FIVE

JOB SHADOWING

GUIDELINES FOR SCHOOL COORDINATORS

1. Attend school coordinator training session.
2. Prepare student packets.
3. Participate in orientation for all teachers.
4. Participate in training for interested teachers.
5. Allocate shadowing slots to interested teachers.
6. Make contact with businesses and schedule shadowings.
7. Use the student checklist as a guide.
8. Conduct meetings with participating teachers/ departments to discuss integration of shadowing experience in the curriculum.
9. Make informal contact with student and/or participating teacher after shadowing occurs.
10. File appropriate paperwork in individual student folders.
11. Work with district Youth Apprenticeship Coordinator to ensure program continuity.
12. Work with district Curriculum Coordinator to integrate shadowing experience into the curriculum.

ANDERSON SCHOOL DISTRICT FIVE

JOB SHADOWING

GUIDELINES FOR TEACHERS

1. Orientation for All Teachers

[One meeting]

District Youth Apprenticeship Coordinator, School Coordinator and Administration will meet with the entire faculty.

2. Training for Interested Teachers

[One faculty meeting]

3. Select and Train Students

4. Use the Student Job Shadowing Checklist

(page 3 of student packet) as a schedule for preparing your students.

5. Provide Feedback

to School Coordinator/District Youth Apprenticeship Coordinator.

ANDERSON SCHOOL DISTRICT FIVE
JOB SHADOWING ASSIGNMENT

TO: _____
(Name of Student)

FROM: _____
(Name of School Coordinator)

DATE: _____

SUBJECT: Job Shadowing Assignment

Your job shadowing experience is scheduled on:

(Date)

from _____ to _____
(a.m.) (p.m.)

with _____
(Name of Company)

Your contact person at the job site will be:

His/her phone number is: _____

Company address: _____

If you have any questions about your job shadowing assignment, please contact your school coordinator.